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ABSTRACT

Louisiana reviewed its progress toward achieving sex equity in vocational education (VE) in 1995-1996. The review included the following: comparison of 1995-1996 and prior student enrollments in programs that are nontraditional for students' genders; identification of practices, barriers, and achievements of special groups in the area of sex equity (secondary and postsecondary institutions and agencies designated as recipients of Perkins funds; state projects funded to eliminate sex bias; and state projects for single parents, displaced homemakers, and single pregnant women); and summary of the state's observed achievement toward sex equity. Data were obtained from several sources: the Vocational Education Data System (VEDS); several surveys conducted by the study's author; and student intake forms collected by VE institutions. It was discovered that males continued to account for approximately one-sixth of all nontraditional enrollments, with the largest number enrolled in business (office) programs. Slow, but steady state progress was documented in female participation in industry programs, the area of greatest gender disparity. Agencies were found to be using diverse strategies in the areas of recruitment, retention, and placement for increased participation of nontraditional students, and projects for statewide leadership and evaluation were implementing numerous activities to promote gender equity. (28 tables/figures) (MN)

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Louisiana Achievements for Gender Equity 1995 1996 in Vocational Education

ED 424 410

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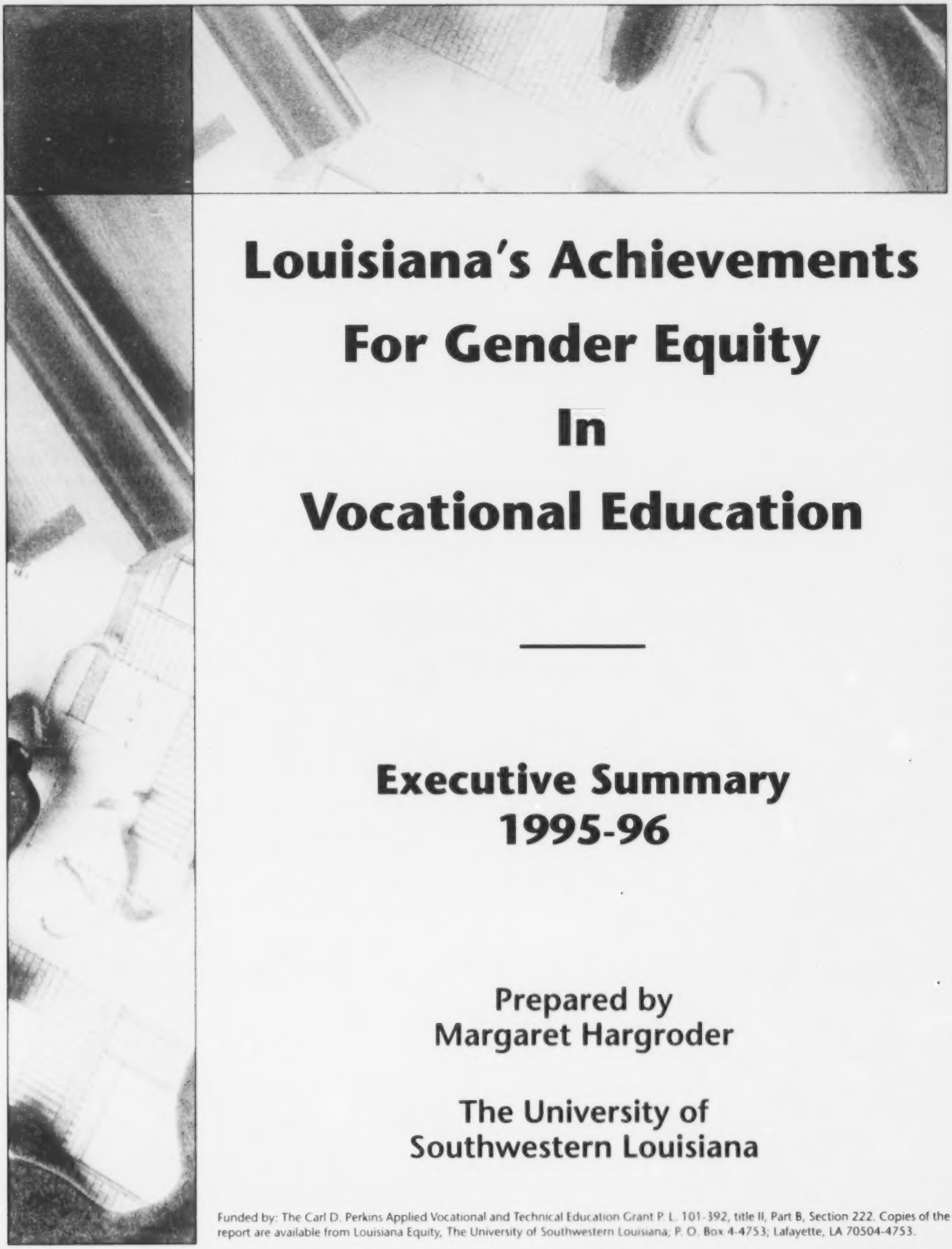

Louisiana's Achievements For Gender Equity In Vocational Education

Executive Summary 1995-96

Prepared by
Margaret Hargroder

The University of
Southwestern Louisiana

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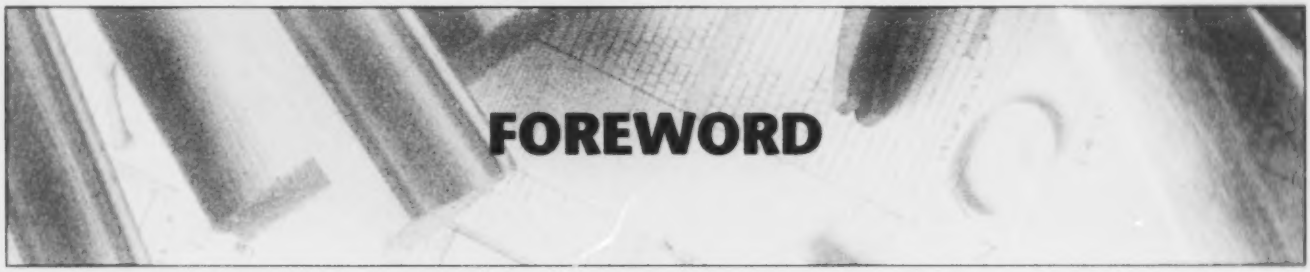

FOREWORD

The Statement of Purpose of the Carl D. Perkins Act of 1990, Public Law 101-392 reads as follows: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

My inference is that the Law is all inclusive and that there are segments of the society that may have been, to some degree, excluded. The 1990 Amendments to the Act contain provisions for inclusion of special populations with equal access to a full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study in cooperative education, apprenticeship programs and comprehensive guidance and counseling. Included among the special populations are individuals participating in programs to eliminate sex bias and stereotyping.

Although there are special reserves for sex equity, educational systems need to be aware of the fact that the elimination of sex bias and sex stereotyping may be accomplished with little or no funds by: (1) including fairness on the basis of origin, race, age, gender, and disabilities, in your school's policies; (2) informing students that all programs in the system are available to all students desiring to enroll; (3) recruiting students for high-technology-high-wage programs; (4) providing opportunities for these students to participate in tech prep programs, and (5) scheduling students regardless of gender into programs non-traditional to their gender.

Finally, and understanding by all eligible recipients that if our country is to be more competitive in the world economy, indeed, it will take all segments of the population, but they must be prepared to become well-trained, productive citizens in our society.

This status report, prepared by Dr. Hargroder, can very well be a barometer for social and economic change in Louisiana vocational education.

Office of Vocational Education

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INTRODUCTION

Progress toward sex equity in vocational education is a special national and state goal (U. S. Congress, 1991; Office of Vocational Education, 1991). Recipients of funds through the Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) aim toward this goal through various institutional practices and special projects.

This study aims to:

- Compare 1995-96 and prior-years student enrollment in programs that are not traditional for their gender.
- Identify the practices, barriers, and achievements of special groups in the area of sex equity:
  - secondary and postsecondary institutions (agencies) named by the Louisiana State Department of Education, Office of Vocational Education, as recipients of funds through the state,
  - state projects funded through Section 222 of the Perkins Act, namely projects to eliminate sex bias, and
  - state projects funded through Section 221 of the Perkins Act, namely projects for single parents, displaced homemakers, and single-pregnant women.
  - describe the students who are direct recipients of Section 221 and/or 222 project services.
- Summarize the state's observed achievements toward sex equity.

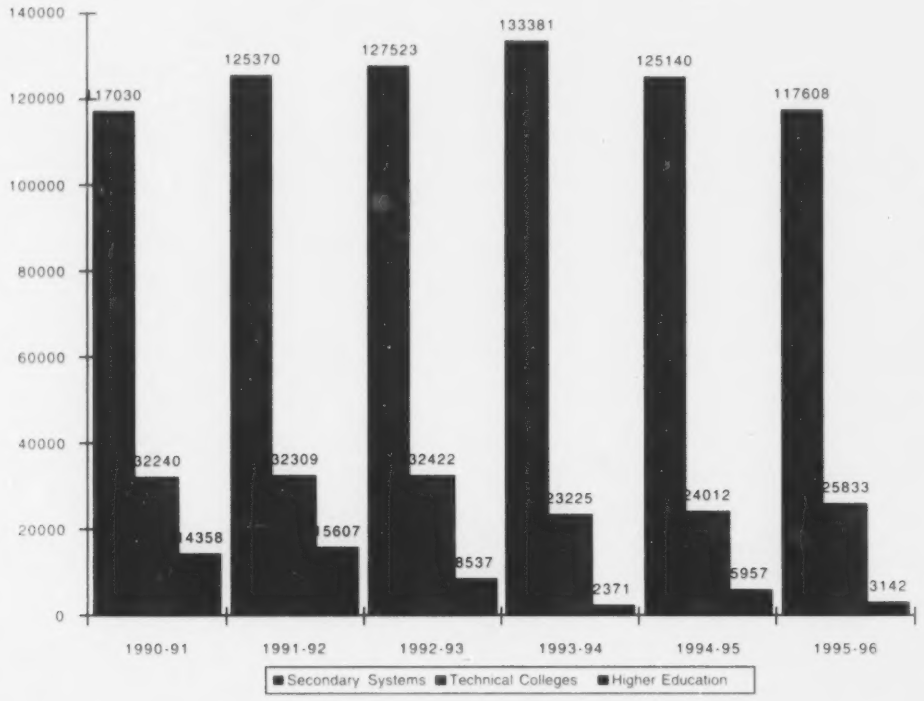
Statistical data are derived from several sources. Vocational enrollment statistics are based on the Vocational Education data System (VEDS) collected by the Louisiana Office of Vocational Education. Institutional project achievements summarize data collected through survey of projects by the author of this report. Student data are derived from student intake forms collected by institutions and submitted to the author.

VOCATIONAL ENROLLMENT

Total Enrollment: 1990-96

[Vocational education refers to organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Total enrollment indicates the total number of students enrolled in vocational education in public secondary systems and postsecondary institutions. This is an unduplicated count, reporting an individual in only one program regardless of the number of programs (or courses) of enrollment. If multiple programs are recorded for a student, only the most recent enrollment is counted.]

- **Educational agencies reported serving 146,583 students in Louisiana public vocational education in 1995-96.**
- **Enrollment differed among agency types. Secondary systems continued to enroll the most vocational students, 117,608 compared to 25,833 for the Louisiana Technical College System (technical colleges) and 3,142 for institutions of higher education (higher education).**
- **Vocational enrollments in technical colleges increased by 1,821 over the previous year. Both other agency types decreased in enrollment—secondary systems, by 7,532, and higher education, by 1,815.**



[Note. It may be noted that secondary systems often count enrollment in a single vocational course as vocational enrollment, although an unduplicated count is provided in the event that a student is enrolled in more than one vocational course. Postsecondary schools (technical colleges and higher education) report vocational enrollment according to the student's designation of an entire program of study.]

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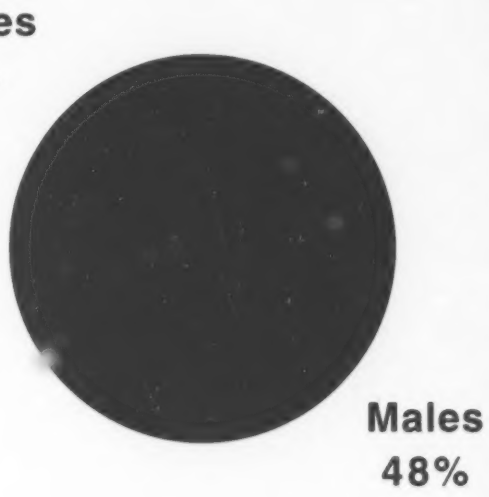
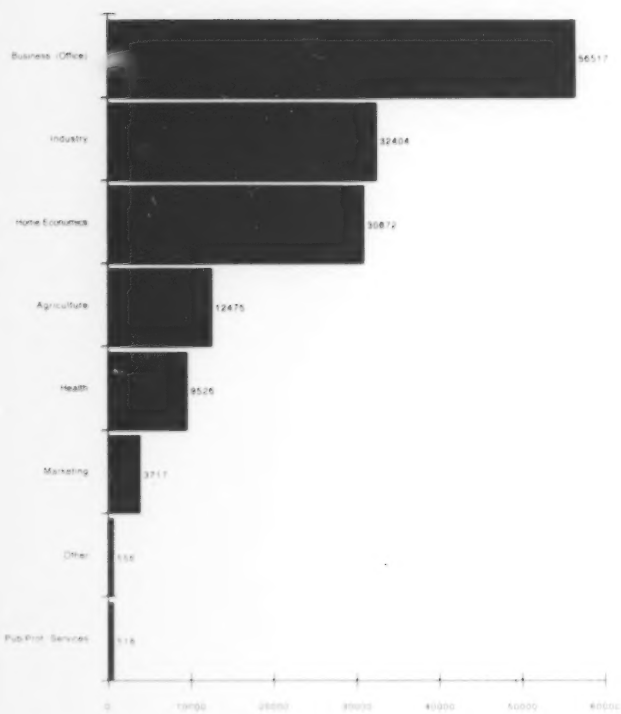
Enrollment By Gender



- The number of females continued to exceed the number of males. Females were 51.6% of enrollments.
- This differed among agency types. Higher education had 68.0% females and secondary systems had 51.6% females. There were more males than females in the technical colleges—50.3 % were males.
- Since 1990, the overall greater female rate has persisted, with only slight fluctuations.



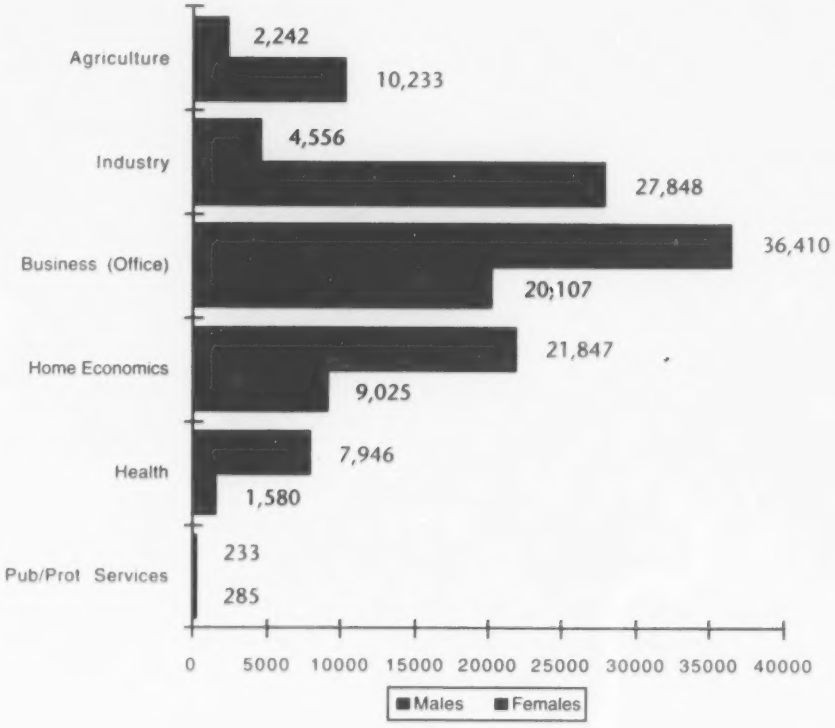
Enrollment By Program

[Programs are classified by Classification of Program (CIP) Codes, a nationally recognized coding system for vocational courses. In context, programs are clustered according to occupational fields. Shown in the figure are only those fields that are generally recognized as gender-dominate (having over 75% of one gender). Components of each cluster are listed in the enrollment summary shown on page 7.]

- Business office programs continued to be the area of highest enrollment, claiming approximately 38.6% of all vocational students. Industry programs were second, with 22.1%, following by home economics with 21.1%, agriculture with 8.5%, health with 6.5%, marketing with 2.5%, and the public/protective services with .4% of total enrollment.

Program Enrollment By Gender

- Disproportionate gender enrollment continued in each program area. As in the past, program enrollment followed traditional lines; male-dominate programs continued to have notably more males than females and female-dominate programs continued to have notably higher female than male rates.



- Males continued to be concentrated in the areas of industry and business. Females continued concentration in business and home economics.

Of all males,

39.3% are in industry,
28.3% are in business,
14.4% are in agriculture,
12.7% are in home economics,
2.2% are in health,
2.1% are in marketing,
.4% are in public/protective services, and
.5% are in other programs.

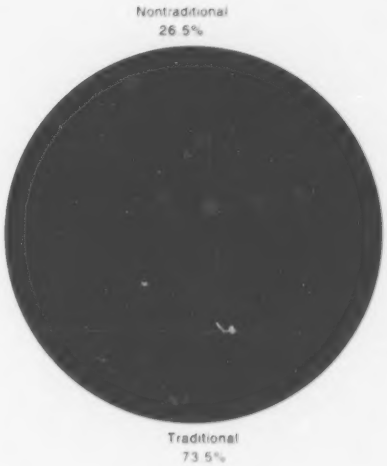
Of all females,

48.1% are in business,
28.9% are in home economics,
10.5% are in health,
6.0% are in industry,
3.0% are in agriculture,
2.9% are in marketing,
.3% are in public/protective services, and
.2% are in other programs.

Non-Traditional Enrollments

[Non-Traditional, in this context, refers to students who are in programs that are not traditional for their gender. This applies to males in business office, home economics, and health areas and to females in agriculture, industry, and the public/protective services.]

- **26.5% of gender-dominant programs were nontraditional enrollees.**
- **The secondary system had the highest rate of nontraditional enrollment —29.4%, followed by higher education with 26.6% and technical colleges with 13.7%.**
- **Males were the majority of nontraditional enrollments, a large number of whom were males in the secondary system in business (office) and home economics.**
- **Nontraditional rates have changed only slightly in secondary systems.**
- **Technical colleges and higher education show more fluctuation.**



Note: It may be noted, however, that enrollment in a particular program at the secondary level may not be an indicator of entering that occupation. At the postsecondary level, enrollment in nontraditional programs more often lead toward employment in nontraditional fields. For example, when considering the relatively high male enrollment in secondary-level home economics programs, state labor statistics indicate that proportionately fewer males enter occupations in home economics.

- **There were differences, among the agency types, in nontraditional enrollment, as follows:**

Secondary Systems

57.6% were males in business (office);

26.0% were males in home economics;

8.9% were females in industry;

6.6% were females in agriculture; and

.8% were males in health.

Technical Colleges

44.2% were females in industry;

23.4% were males in health;

20.2% were males in business (office);

9.1% were males in home economics;

2.2% were females in the public/protective services; and

.9% were females in agriculture.

Higher Education

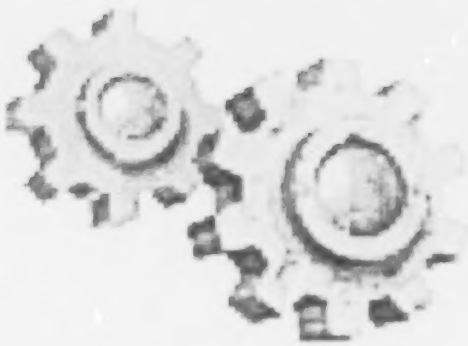
61.0% were males in health;

19.4% were females in the public protective services;

13.6% were males in business (office); and

6.0% were females in industry.

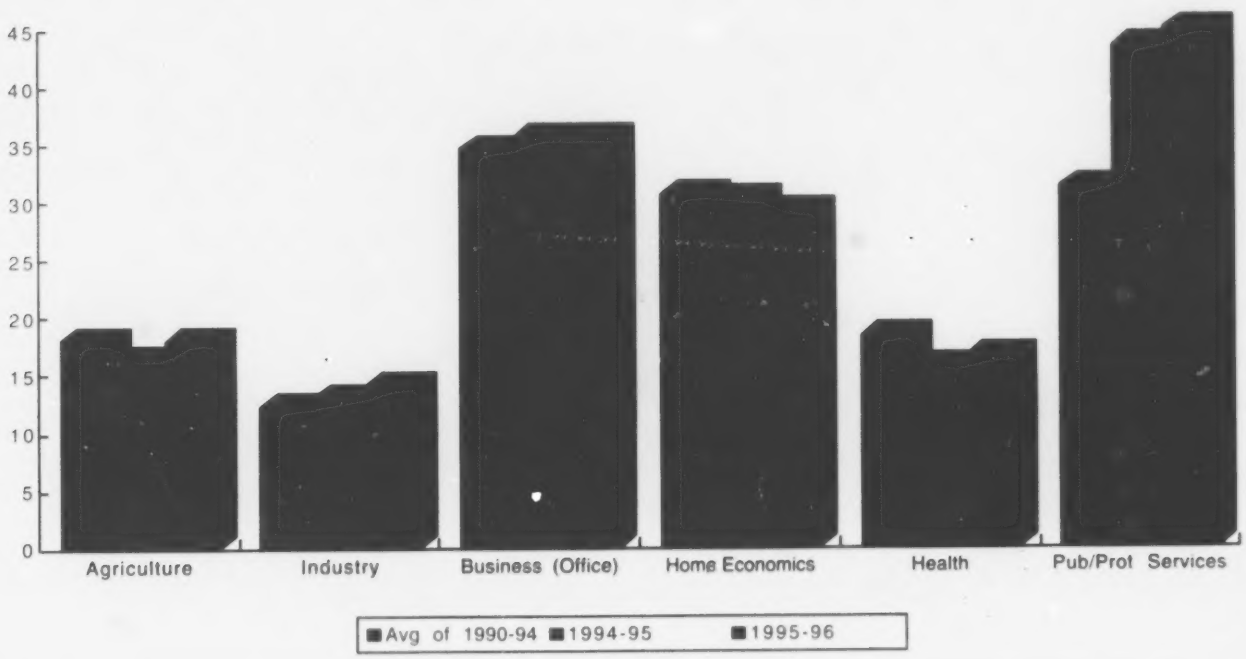
Changes in Non-Traditional Enrollments 1990-96



- Over the six year period, nontraditional enrollment rates have fluctuated slightly.

1990-91	39,926	24.4%
1991-91	42,601	24.6%
1992-93	42,775	25.4%
1993-94	40,963	27.7%
1994-95	42,607	27.5%
1995-96	37,743	26.5%

- In 1995-96, programs in public protective services had the highest rate of nontraditional enrollment; 233 or 45% of the enrollment in this field were females.
- Business (office) and home economics programs continued to exceed the 25% requested for gender integration of programs. Males comprised 35.6% and 29.2%, respectively, of enrollments.
- Agriculture programs had females consisting 18.0% of enrollment.
- Industry continued to have the lowest rate of nontraditional enrollment. However, small increases are evident each year. This year, females were 4,556 or 14.1% of enrollment in industry programs, the highest female rate in the five years of the study.



Females In Industry

[National and state goals for vocational education include the increased participation of under-represented groups in higher level skills for increased national productivity. It is generally recognized that females are under-represented in industry. This general interest, coupled with the state's lower vocational enrollment in industry, motivates a closer examination of females in this category, particularly in the subcategories that comprise this area.]

Actual Enrollment

- **In 1995-96, there were 4,556 females enrolled in industry programs. This is an increase over previous years of charting progress in this area.**
- **Some program areas show trends of increasing female enrollment while others show decreases.**

	1991-92	1992-93	1993-94	1994-95	1995-96
Engineering Technologies	259	214	191	150	2,491
Industrial Arts	1,400	2,069	1,855	3,168	1,222
Mechanics and Repairers	546	572	528	365	339
Precision Production	683	670	614	474	436
Transportation and Material Moving	56	37	38	46	19
Construction Trade	158	157	140	69	49
Architecture	794	336	352	-	-
TOTALS	3,896	4,055	3,718	4,272	4,556

Female Rates In Programs

[Rate of enrollment examines each agency type and identifies the percentage of the program enrollment which females comprise.]

- **The secondary systems enrolled 2,969 (65.2%) of females in industry programs. These were in the general programs of industrial arts and engineering technologies.**
- **The technical colleges (enrolling 1,539 or 33.8%) provided more diversity in programs for specific areas of career training.**
- **Higher education (enrolling 48 or 1%) provided industrial arts, usually with an emphasis in one or more specific areas of industry.**

Industry Programs	Secondary Systems	Technical Colleges	Higher Education
Engineering Technologies	19.5%	20.9%	
Industrial Arts	10.8%	44.4%	30.6%
Mechanics and Repairers		8.7%	
Precision Production		12.2%	
Transportation and Material Moving		2.2%	
Construction Trades		7.7%	

Note. Eng Tec=Engineering Technologies (such as civil technology, industrial production technology, etc.). IndArts=Industrial Arts (such as energy/power and transportation, and electricity/electronics). ContrTr=Construction Trades (such as carpentry, plumbing, electrician). Mech&Rep=Mechanics and Repairers (such as automotive mechanics, small engine repair). PrecProd=Precision Production (such as welding, millwork and cabinet making, machine tool operation, upholstering, etc.). Trans&MatM=Transportation and Material Moving (such as truck and bus driving, construction equipment operation, material handling, etc.).

ENROLLMENT SUMMARY 1995-96

Numbers in Parentheses are % of Nontraditional.

Code Field Titles	Secondary Systems		Technical Colleges		Higher Education		Totals	
Totals	**117,608**	**(29.4)**	**25,833**	**(13.7)**	**3,142**	**(26.6)**	**146,583**	**(26.6)**
A. Agriculture	**12,412**	**(17.8)**	**63**	**(49.2)**	—	—	**12,475**	**(18.0)**
1. Agribusiness and Agric Products	—	—	41	(73.2)	—	—	41	(73.2)
2. Agriculture Sciences	12,412	(17.8)	—	—	—	—	12,412	(17.8)
3. Renewable Natural Sciences	—	—	22	(4.6)	—	—	22	(4.6)
B. Industry	**19,979**	**(14.9)**	**12,268**	**(12.5)**	**157**	**(30.6)**	**32,404**	**(14.1)**
15. Engineering Technologies	9,290	(19.5)	3,256	(20.9)	—	—	12,546	(19.8)
21. Industrial Arts	10,689	(10.8)	36	(44.4)	157	(30.6)	10,882	(11.2)
46. Construction Trades	—	—	634	(7.7)	—	—	634	(7.7)
47. Mechanics and Repairers	—	—	3,917	(8.7)	—	—	3,917	(8.7)
48. Precision Production	—	—	3,565	(12.2)	—	—	3,565	(12.2)
49. Transportation and Material Moving	—	—	860	(2.2)	—	—	860	(2.2)
C. Business (Office)	**49,768**	**(38.8)**	**6,289**	**(11.2)**	**460**	**(23.5)**	**56,517**	**(35.6)**
7. Business and Administrative Support	49,768	(38.8)	6,191	(10.8)	413	(22.0)	56,372	(35.6)
11. Computer and Information Sciences	—	—	98	(31.6)	47	(36.2)	145	(33.1)
D. Home Economics	**30,061**	**(29.0)**	**811**	**(38.8)**	—	—	**30,872**	**(29.2)**
12. Consumer/Personal/Miscellaneous	—	—	600	(51.7)	—	—	600	(51.7)
20. Vocational Home Economics	30,061	(29.0)	211	(2.4)	—	—	30,272	(28.8)
E. Health	**1,788**	**(15.7)**	**5,734**	**(14.2)**	**2,004**	**(24.3)**	**9,526**	**(16.6)**
17. Allied Health	1,788	(15.7)	5,734	(14.2)	2,004	(24.3)	9,526	(16.6)
F. Marketing	**3,600**	**(59.9)**	**117**	**(56.4)**	—	—	**3,717**	**(60.0)**
8. Marketing and Management	3,600	(59.9)	54	(74.1)	—	—	3,654	(60.1)
10. Communication Technologies	—	—	19	(10.5)	—	—	19	(10.5)
50. Visual and Performing Arts	—	—	44	(54.6)	—	—	44	(54.6)
G. Pub/Prot Services	—	—	**144**	**(54.2)**	**374**	**(41.4)**	**518**	**(45.0)**
42. Psychology	—	—	19	(84.2)	—	—	19	(84.2)
43. Protective Services	—	—	125	(49.6)	374	(41.4)	499	(43.5)
H. Other	—	—	**407**	**(28.5)**	**147**	**(43.5)**	**554**	**(32.5)**
13. Education	—	—	258	(14.3)	—	—	258	(14.3)
23. Language	—	—	7	(100.0)	—	—	7	(100.0)
24. General Programs	—	—	140	(40.7)	—	—	140	(40.7)
32. Basic Skills	—	—	149	(53.0)	—	—	149	(53.0)

Note: NonT = Nontraditional Students. Code refers to classification index program numbers, which designate field titles. Since the Marketing and Other categories are either gender integrated (having no gender with less than 255 enrollment) or are not analyzed by gender, enrollment rates in their programs are of females.

INSTITUTIONAL STRATEGIES AND BARRIERS
to Increased Participation of Non-Traditional Students

Interactions between students and educational institutions influence student participation (Tinto, 1987). These interactions may serve to support or discourage student participation. Special populations have greater need for institutional support than do traditional students (National Center for Research in Vocational Education, 1992). Additionally, by being nontraditional, these students may experience difficulties, or barriers, beyond those of traditional students in an institution.

Funded schools reported their actions on a survey designed to identify strategies utilized to recruit students, retain them in programs, and place them successfully in related occupations. They reported the following activities for each category.

Recruitment

Institutional strategies may serve to attract and facilitate nontraditional enrollment.

Strategies	Percent of Institutions Using the Strategy	Mean Number of Efforts
Pre-scheduled, advertised informational meetings for prospective students.	83.6%	17.3 meetings
Admission services (assistance in completion of admission and financial aid forms, suggestions for transportation and childcare, etc.).	83.6%	80% served
Inservice meetings with personnel from feeder schools to plan methods for attracting students into nontraditional vocational programs.	83.6%	7.2 meetings
Public press releases specifically planned to attract nontraditional students.	78.2%	11.9 press releases
Co-operative arrangements with off-campus funding and other support groups to facilitate non-traditional student enrollment.	76.4%	7.5 arrangements
Written letters, guidelines, etc. directed to personnel from feeder schools to shape non-stereotyping behaviors in the classroom and to guide students' vocational decisions.	61.8%	9.0 activities
Involvement of non-traditional students in planning and implementation of recruitment strategies.	60.0%	2.0 events

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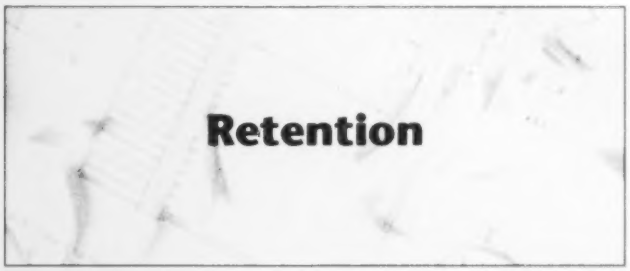

Institutional strategies interact with student factors to retain or discourage student completion of programs.

Strategies	Percent of Institutions Using the Strategy	Mean Number of Efforts
Faculty helping to remove bias and stereotyping.	94.5%	89.7%
Faculty making special efforts to foster positive attitudes toward nontraditional students.	92.7%	86.9%
Inservice meetings with counselors and/or teachers within the institution that address sex equity in programs.	89.1%	3.4 meetings
Meetings with special groups directed toward the promotion of sex equity in retention.	81.8%	12 meetings
Different releases of written letters, guidelines, etc. announcements that promote positive attitudes toward nontraditional students.	72.7%	10.2 releases
Evaluation of school materials and activities for sex bias and stereotyping.	70.9%	67.5%
Instructional materials evaluated to identify sex bias and stereotyping.	70.9%	80.9%
Evaluation of school materials and activities for attractive features for nontraditional students.	70.9%	67.8%
Having courses with supplementary information/activities for those having background deficiencies.	70.9%	76.0%
Having faculty who are nontraditional.	60.0%	12.4%
Events having nontraditional gender speakers for purposes of retention and serving as role models.	54.5%	4.9 events

Institutional strategies may prepare students for job placement and may aid employers in accepting nontraditional students.

Strategies	Percent of Institutions Using the Strategy	Mean Percent Served
Identifying prospective employers; preparing a resume; practicing job interviewing skills.	89.1%	80%
Learning about employers.	85.5%	84%
Planning for good work skills.	83.6%	84%
Informing students about job agencies, and job placement coordination.	78.2%	73%
Hearing speakers from business and industry and former graduates.	72.7%	70%
Planning job adjustment strategies, and providing assistance after placement.	65.5%	65%
Planning internships, practica, etc.	58.2%	78%
Employer contacts to identify former student needs.	58.2%	78%
Planning transportation, daycare, home/work schedule.	43.6%	82%
Informing about job agencies, about completers.	21.8%	67%

SPECIAL PROJECTS AND ACTIVITIES

Funds through Section 221 and 222 Carl D. Perkins Vocational and Technology Education Act Amendments of 1990 were designated by law for competitive grants to institutions.

- Section 221 funds aimed toward the increased participation of single parents, displaced homemakers, and single pregnant women. Projects in this category are often given and abbreviated name, Single Parent Projects.
- Section 222 funds aimed to eliminate sex bias.

The Louisiana State Plan's referendum for proposals included the following description and purposes for the types of projects implemented in Louisiana and reported in this document:

Section 221 Projects

Funded projects under this program were to focus on fulfilling the following objectives:

1. Provide funds for vocational education and training services for Single Parents, Displaced Homemakers, and Single Pregnant Women (SP/DH/SPW).
2. Provide funds for expanded vocational education and training services for SP/DH/SPW.
3. Make preparatory services and vocational education training more accessible to SP/DH/SPW.
4. Produce materials to inform SP/DH/SPW of vocational education support services.
5. Evaluate the effectiveness of programs serving SP/DH/SPW.
6. Provide effective administration and fiscal management of programs and services for SP/DH/SPW.
7. Gather, analyze and disseminate data on how adequate and effective vocational education programs are in the educational needs of women.
8. Develop programs of information and outreach concerning vocational education and employment opportunities for women.
9. Develop technical assistance programs to expand vocational opportunities for women.
10. Provide assistance in implementing programs and activities to increase employment opportunities for women.

Section 222 Projects

Funded projects under this program were to focus on fulfilling the following objectives:

1. Provide funds for vocational education and training services for Sex Equity Programs.
2. Provide funds for expanded vocational education and training services for Sex Equity Programs.
3. Make preparatory services and vocational education training more accessible to nontraditional populations.
4. Produce materials to inform nontraditional groups of vocational education support services.
5. Provide programs and services to eliminate sex bias stereotyping.
6. Expand opportunities for women, ages 14-25, for preparatory vocational services.
7. Make possible participation of nontraditional groups in vocational education programs and services.
8. Evaluate effectiveness of programs serving nontraditional populations.
9. Provide effective administration and fiscal management of programs and services for nontraditional populations.
10. Gather, analyze and disseminate data on how adequate and effective vocational education programs are meeting the educational needs of nontraditional populations.
11. Develop programs for information and outreach concerning vocational education and employment opportunities for nontraditional populations.
12. Develop technical assistance programs to expand vocational opportunities for nontraditional populations.
13. Provide assistance in implementing programs and activities to increase employment opportunities for nontraditional populations.

Agencies with Single Parent-Special Projects

Caddo Parish Secondary System
Concordia Parish Secondary System
Lafayette Parish Secondary System
Rapides Parish Secondary System
LTC-Bastrop Campus
LTC-Natchitoches Campus
LTC-T.H. Harris Campus
Louisiana State University-Alexandria
Louisiana Tech University
Southern University
University of Southwestern Louisiana

Agencies with Single Parent Direct Services Projects

Caddo Parish Secondary System
Iberia Parish Secondary System
Lafayette Parish Secondary System
St. John Parish Secondary System
LTC-Acadian Campus
LTC-Ascension Campus
LTC-Avoyelles Campus
LTC-Bastrop Campus
LTC-Baton Rouge Campus
LTC-Delta/Ouachita Campus
LTC-Shelby Jackson Campus
LTC-Evangeline Campus
LTC-Florida Parishes Campus
LTC-Gulf Area Campus
LTC-Hammond Campus
LTC-Huey Long Campus
LTC-Jefferson Campus
LTC-Jefferson Davis Campus
LTC-Jumonville Memorial Campus
LTC-Lafayette Regional Campus
LTC-Lafourche Campus
LTC-Natchitoches Campus
LTC-Lamar Salter Campus
LTC-Mansfield Campus
LTC-New Orleans Campus
LTC-North Central Campus
LTC-Northeast Campus
LTC-Oakdale Campus
LTC-Ruston Campus
LTC-Sidney Collier
LTC-Slidell Campus
LTC-South Louisiana Campus
LTC-Sowella Campus
LTC-Sullivan Campus
LTC-Tallulah Campus
LTC-T.H. Harris Campus
LTC-Ville Platte
LTC-West Jefferson Campus
LTC-Westside Campus
LTC-Young Memorial Campus
Bossier Parish Community College
Elaine Nunez Community College
Nicholls State University
Southeastern Louisiana University
Southern University
University of Southwestern Louisiana
Louisiana State University-Alexandria
Louisiana State University-Eunice

Agencies with Sex Equity Projects

Ascension Parish School System
Caddo Parish School System
Grant Parish School System
Lafayette Parish School System
Rapides Parish School System
St. John Parish School System
City of Monroe School System
LTC-Ascension Campus
LTC-Avoyelles Campus
LTC-Bastrop Campus
LTC-Baton Rouge Campus
LTC-Delta-Ouachita Campus
LTC-Shelby Jackson Campus
LTC-Evangeline Campus
LTC-Gulf Area Campus
LTC-Hammond Area Campus
LTC-Jumonville Memorial Campus
LTC-Lafayette Regional Campus
LTC-Natchitoches Campus
LTC-Northeast Campus
LTC-River Parishes Campus
LTC-T.H. Harris Campus
LTC-Lafourche Campus
LTC-Lamar Salter Campus
LTC-Northwest Campus
LTC-Sidney Collier Campus
LTC-Slidell Campus
LTC-South Louisiana Campus
LTC-Sowella Campus
LTC-Tallulah Campus
LTC-West Jefferson Campus
LTC-Westside Campus
LTC-Young Memorial Campus
Louisiana State University-Eunice
Louisiana State University-Alexandria
Southern University
University of Southwestern Louisiana

Agencies with Community Based Organization Projects

LTC-Lafayette Regional Campus
LTC-New Orleans Campus
LTC-T.H. Harris Campus
Southeastern Louisiana University

Agencies with State Leadership Projects

Louisiana Tech University
University of Southwestern Louisiana

PROJECTS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

Achievements

- In this category 56 funded projects, including CBO's, implemented activities to support these special groups.
- Activities achieved by the projects (in order of most frequent) were outreach, guidance and counseling, student financial support services, preparatory services, and special services.

Outreach
56 Projects

Outreach activities were reported by all (56) projects. These included mass media publicity, community and school presentations, tours, workshops, seminars, etc..

Guidance and Counseling
47 Projects

Guidance and Counseling activities were provided by 47 projects and included one-on-one and group sessions, drug abuse seminars, support groups, etc.

Financial Support Services
41 Projects

Financial Support Services: Of the responding projects, 41 (including CBO's) reported a total expenditure of $730,184.95. The breakdown is as follows:

Tuition: A total of 41 projects reported tuition payments for a total of 1,269 recipients and expenditures of $212,510.07 in this category. The state average payment was $167.46.

Books and Materials: As reported by 38 projects, 1,379 students were served in this category at an average of $146.42 per recipient and a total cost $201,915.61.

Child Care: There were 372 students provided child acre costs by 31 projects at total state expenditures of $223,624.81 and an average of $601.14 per student.

Transportation: A total of 17 projects reported payments for transportation to 122 students at $92,027.46. The average paid per student was $754.32.

Preparatory Services
39 Projects

Preparatory Services, reported by 39 projects, consisted of services relating to career planning, personal development, educational improvement, job preparation, etc.

Special Services
33 Projects

Special Services, reported by 33 projects, consisted of offerings such as tutoring, job skills training, health education classes, interview skills seminar, and other specialized assistance.

Outstanding Single Parent Projects: Lafayette Parish Schools and Concordia Parish Schools

Lafayette Parish School System, according to Martha LeFevre of its Project Turning Point, aims to decrease the drop-out rate among single pregnant teens and single parent teens. Child care services in a licensed A facility, meetings with the coordinator on a monthly basis, and individual counseling are provided by a special population guidance counselor. Also, the grades and attendance of all students are monitored on a regular basis throughout the school year.

In the fall several outreach activities promote the project in the parish. The parish-wide newsletter, *The Communique*, informed personnel of the program. Brochures are distributed to principals, teachers and guidance counselors, as well as to numerous community agencies. These activities result in the recruitment of eligible participants. All home economics teachers and Genesis Program teachers receive a list of video tapes available in the video library on teenage pregnancy, parenthood, child care, careers, and gender equity. These are provided on an ongoing basis.

In the spring, several activities take place to provide guidance in developing long-range educational and occupational goals. An inservice on non-traditional careers is conducted at the Career Center for all single parents and for all Genesis students. The outcome is to increase their awareness of career opportunities. The COPS interest inventory, a career assessment, is administered and an individual career plan is developed. These help the students to set realistic goals, both educational and occupational.

Concordia Parish Schools' Patricia Washington says, "Our program is a skill training program for single parents and single pregnant women. It is designed to deter the feminization of poverty, bridge the training gap and give this population the opportunity to become gainfully employed."

The project, stationed at Ferriday High School, provides individual and group counseling, tutorial sessions, child care training, simulated work experience, access-management, home visits, and field trips. "By providing day care assistance, ETAP gives teen single parents the opportunity to continue or return to school," notes Washington. "Our day care is excellent, providing transportation for the single parent and their children to and from our school."

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Barriers and Problems Most Frequently Experienced

Single Parent Projects noted several barriers that impeded the progress of students. These categories were the most frequently mentioned:

33	Financial Problems
29	Child Care Difficulties
20	Transportation Difficulties
10	Math and Academic Problems
9	Management of Home/Work Life
7	Lack of Family Support
6	Lack of Self-Concept
4	Health Problems
3	Parental Stress
2	Lack of Jobs
2	Lack of Information on Opportunities
1	Unrealistic Expectations
1	Lack of Self-Discipline
1	Lack of Emotional Support
1	Dependent Behavior Patterns

"Lack of positive self-esteem, lack of support from the family and friends, lack of transportation, and lack of child care assistance." LTC - Evangeline Campus

Sample remarks related to student problems:

"Many of these single parent students are from low income rural areas. Low basic skills are quite characteristic of this group. Lack of child care facilities, a public transportation system, poor support systems—all can be barriers to this population." LTC - Florida Parishes Campus

"(Our) child care program only has about 40 slots funded and we need about 75. (Also, we need) Transportation for the mother and child for day care, job training /actual work." Caddo Parish School System

"Along with the economic struggle, students frequently experienced the burden and stress of being parents. It is quite difficult for a 14-18 year old to effectively incorporate parenthood into an already strained and undesirable situation." Concordia Parish School System

"Lack of personal vehicles available to students limited reimbursement opportunities. Lack of finances for basic living costs — good clothing, etc. Personal health problems, children's ill health, or both. Lack of adequate funds for student with child care expenses for more than two children. Lack of family emotional support and therefore initiative and motivation." Jackson Parish School System

"Not academically prepared to function at a post-secondary level. Not prepared to balance the responsibility of being a student and a parent. Multitude of personal issues such as low self-esteem, lack of discipline, unstable relationships, alcohol/drugs, health problems." LTC - Mansfield Campus

"Management of time between school, family and other responsibilities..." LTC - New Orleans Regional Campus

"Pregnant women have a problem returning to class after having a baby especially if they have other children. Women with children under 2 years of age sometimes have baby sitting problems or when children get sick they often miss classes and fall behind." LTC- Lafayette Regional Campus

The class schedule is flexible so as to allow for project participants to spend one hour per week at the day care center with their children and one hour per week for project activities such as counseling, group sessions, and field trips. Tutorial sessions are provided on a daily basis. Community leaders volunteer to speak to the girls on skills and resources. "We've found so many people willing to come in because they know that there's such a need."

By providing these activities and services, teen parents have the opportunity to complete school, become gainfully employed and become psychologically and economically self-sufficient. "It's important to form a bond - not only with fellow participants but also with mentors," says Washington. "They so need that feeling of belonging."

Patricia Washington (left) of Concordia Parish School System and Martha LeFevre (right) of Lafayette Parish School System receive 1997 Outstanding Single Parent Project Awards from Dr. Florent Hardy, Louisiana Office of Vocational Education.

PROJECTS FOR SEX EQUITY

Achievements

- In this category 38 funded projects implemented activities to support these special groups.
- Activities achieved by the projects (in order of most frequent) were outreach, guidance and counseling, student financial support services, preparatory services, and special services.

Outreach
29 Projects

Outreach Activities were reported by 29 projects. These included mass media publicity, career day activities, and sex equity workshops.

Financial Support Services
27 Projects

Financial Support Services were reported by 27 projects at a total expenditure of $233,718.57. The breakdown was as follows:

Tuition—A total of 25 projects reported tuition payments for 393 recipients and total expenditures of $85,757.23 in this category. The state average tuition payment was $218.21.

Books and Materials—As reported by 22 projects, 313 students were served in this category at an average of $163.32 per recipient and a total cost of $51,118.71.

Guidance and Counseling
20 Projects

Child Care—There were 52 students provided child care costs by 14 projects at a total expenditure of $46,808.91 and an average of $900.17.

Transportation—A total of 12 projects reported payments for transportation to 125 students at $50,033.72. The average paid per student was $400.27.

Preparatory Services
16 Projects

Other—One project reported other expenses for 6 students at a total cost of $30.00 and an average of $5.00.

Guidance and Counseling Services, reported by 20 projects, were self-esteem workshops, one-on-one and group counseling, career preparation, etc.

Special Services
14 Projects

Preparatory Services, reported by 16 projects, were career center tours, computer instruction, job training and job seeking skills, etc.

Special Services, reported by 14 projects, were gender equity workshops, sexual harassment workshops, remedial skills training, etc.

"This is a letter of appreciation to those responsible for the allocation of Carl Perkins grant funds. I am a forty year old male and a new nursing school graduate from Louisiana Technical College, Lamar Salter Campus. The nursing program is the toughest thing I have ever done in my life. It was demanding and time consuming.

I had to liquidate all of my material assets in order to financially endure. Without the help of Carl Perkins, I would not have overcome the monetary deficit that will soon succumb to a sound bank account because of a new nursing job.

So sincerely I offer a hearty Thank You!"

Jonathan Terrell

LTC - Lamar Saltar Campus

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Barriers and Problems Most Frequently Experienced

Sex Equity projects identified several barriers that impeded the progress of students. Although many factors were cited, those frequently mentioned were in the following categories:

21	Financial Problems
7	Management of Home/Work Life
7	Academic Deficiences
7	Child Care Difficulties
6	Transportation Difficulties
4	Lack of Information about Resources, Jobs, etc.
3	Gender Bias and Stereotyping
2	Lack of Family Support
1	Lack of Emotional Support
1	Low Aspirations
1	Low Self-Discipline
1	Lack of Jobs

Sample remarks related to student problems:

"Lack of knowledge concerning service and career opportunities available in the non-traditional areas." LTC - Northeast La. Campus

"Knowledge about career choices, information about non-traditional careers, and pre-employment skills." Caddo Parish School System

"Faculty and counselors not promoting nontraditional classes because of conventional ideas; increased graduation rates." Ascension Parish School System

"Lack of awareness of non-traditional training opportunities." LTC - Northwest La. Campus

"Some female students exhibit a feeling of apprehension when they first enter programs that are male oriented. This stems from a lack of confidence in their abilities to compete with male students. Some females expressed a fear of their capabilities to handle math and science related problems. A concern frequently expressed is that they may not be hired equally as males." LTC - T. H. Harris Campus

"Limited job market in some occupations for women and fear of failure in non-traditional occupations." LTC - Bastrop Campus

"Family problems were the most significant barrier experienced by students, resulting in absenteeism and/or drop from enrollment." LTC - West Jefferson Campus

Betty Delafosse of Louisiana Technical College - Lafayette Regional Campus receives the 1997 Outstanding Sex Equity Award Project.

Louisiana Technical College - Lafayette Regional Campus Named Outstanding Project

Betty Delafosse of LTC - Lafayette Regional Campus (shown on the left) coordinated the school's work on development of a video to reduce sex bias and stereotyping in student consideration of programs. "As a special outreach task, a video highlighting nontraditional students was produced by the project coordinator and filmed and edited by our video lab assistant. The video has very upbeat, fast paced music to attract and keep the attention of a young, high school audience.

In a dual effort to educate and attract more young people into nontraditional careers, the sex equity coordinator in association with Lafayette Parish School Board's sex equity coordinator goes to every high school in the parish conducting presentations. The film is shown and information given out on the programs offered at Louisiana Technical College, Lafayette Campus to all senior English classes. Presentations are also conducted at the Lafayette Parish Career Center which is the vocational high school.

Approximately 1,000 high schools are given valuable information to aid in their career choice when they finish high school. Other outreach material such as calendars, pocket folders, brochures, etc. has been developed, designed and printed to utilize in recruiting individuals into nontraditional careers.

This project offers the "Choices" career assessment to those individuals who have no idea of a course program to enter or what career they might be successful in.

Special efforts are made to recruit and assist the economically disadvantaged (AFDC and food stamp recipients). Presentations are conducted at Project Independence sites to inform clients of the advantages of choosing nontraditional careers.

This project works closely with agencies such as JTPA, Project Independence, Dislocated Workers Program, Vocational Rehabilitation Services, etc. coordinating efforts to address the total educational needs of the sex equity participants."

Areas of Greatest Assistance

"Providing non-traditional job training and job employment opportunity information to targeted population. Providing direct support to students. Providing an integration of academic and vocational training to target population. Providing training and support for targeted population. Retraining those targeted in training programs." Jackson Parish School System

"Individual counseling, videos and short courses on how to study and time management, and reduce the worry of funding for books/supplies, and tuition." LTC - River Parishes Campus

"The project helped students to compete by providing the basic support services to them. Counseling sessions held with students to build up their courage, self esteem, and try to convince them to remain in their program of study until completion. Worked cooperatively with the administration and instructors to eliminate any sex biases that may have existed." LTC - T. H. Harris Campus

Sex Equity and Single Parent Projects reported that they were able to help students with a number of these barriers. Sample comments were:

"Cooperation with city transit system in which they issued free passes to needy students. Mini-lessons and individual counseling sessions concerning self-esteem. Child care enrichment concerning ages and stages of their child/children." Rapides Parish School System

"Raising self-esteem and self-confidence, starting the process of movement from dependence to independence. Some assistance with funding for child care and transportation reimbursement. Developing awareness of time management and understanding of role expectations of students/single parents." LSU - Alexandria

"Guest speakers were brought in to address areas identified by students as problems, such as money management and mathematics. Individual and group sessions were organized to assist students throughout the semester by providing peer support and assistance with problem solving by trained staff counselors." Southeastern Louisiana University

"Providing tuition, books, and none for supplies, and other expenses has allowed these qualified students to attend school. Without these funds, these students would not have been able to attend school." LTC - Huey P. Long Campus

"Assistance was provided for remediation with academic subjects. Students received employability skills training. Students received vocational counseling and individual counseling was available as needed. Access to other service providers in the community through a referral process. " LTC - Mansfield Campus

"Child care assistance is not available from many financial aid programs. The child care assistance provided to SP/DH allowed many to enroll that may not have been able to without the help. Also, the students received counseling, support, and encouragement." LTC - Young Memorial Campus

"Although it was sometimes difficult for students to pay for child care in advance, the reimbursement of these expenses proved invaluable. Most participants were not in a financial position to pay for child care on their own; therefore, this service afforded them the opportunity to be trained without having to worry about child care." LTC - Ruston Campus

"Due to the lack of public transportation systems in our service area, we were able to help students with their transportation expenses, many of those students traveling for greater than 20 miles one-way to get to the campus." Elaine Nunez Community College

PROJECTS FOR STATE SERVICES

Two institutions provided statewide services in the form of leadership development and one, additionally, for evaluation of state progress in achieving gender equity. These projects worked along with the State Equity Administrator in delivery of services.

The universities cooperated in hosting a state conference, *Transitions for the Future*, to address various issues related to gender equity, single parents, displaced homemakers, and single pregnant women. In this year, the conference was held in Baton Rouge, with approximately 120 persons participating. Both universities also provided literature and resources for the use of statewide projects.

Dr. Jan Bowman (right), Northeast Louisiana University, confers with Tish Budemer (left) and Brian Camp (middle), Louisiana Tech University.

One university was funded to provide more extensive services:

A *beginning-of-the-year* workshop, in cooperation with the State Equity Administrator, was held for state projects to address regulations and guidelines related to projects and to dialog about strategies for project implementation.

Gloria F. Smith, Louisiana Office of Vocational Education and state equity administrator, leads project personnel at state meeting.

Several publications were developed and disseminated for use by educators. Among these were posters, bookmarks, and brochures designed to address various gender equity issues and to meet information needs of specific groups, such as administrators, teachers, counselors, students, and parents. Approximately 100,000 copies were disseminated free of charge and on request of educators.

Three newsletters addressing various aspects of gender equity issues and strategies were published and disseminated. Approximately 1,500 educators are recipients of the newsletters.

Over 40 workshops, many of which were full-day workshops, on various gender equity issues were conducted throughout the state. Workshops were free of charge and available on request by educators.

Surveys and statistical data for evaluation of statewide projects and state progress toward gender equity were developed and analyzed. This state report summarizes the data of some of this research. Other data are reported in the newsletters and in other publications.

Dr. Margaret Hargroder (right) and Mary Ellen Stegall (left), both of The University of Southwestern Louisiana, display state project services.

PROFILES OF STUDENTS IN PROJECTS

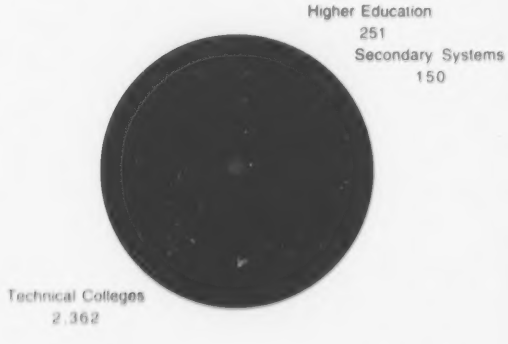
- In 1995-96, Louisiana's Single Parent and Sex Equity Projects documented services to 2,763 students.

Project Type

- Of these 2,763 students, 459 (16.6%) were in Sex Equity (SE) Projects, and the remainder were in Single Parent (SP) Projects. Of single parent students, 1,918 (69.4%) were in secondary and postsecondary institutions and 386 (14.0%) were in community based organizations (CBO).

School Type

- Technical colleges enrolled the largest number 2,362 or (85.5%) of these students, followed by higher education with 251 or (9.1%) and secondary systems with 150 or (5.4%) of the students.



- Race - Black students comprised 52.6% of all projects; white students, 42.9%; other groups, 11.9%.

- Of each project type, black students had the highest participation rate in community based organization projects (68.7% of those in the project) and in single parent projects (54.0%). White students had the highest participation rate in sex equity projects (62.5% of those in projects).

- Gender - Females were 91.7% of all enrollments.

Gender

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Females	1879	274	380	**2533**
Males	32	182	1	**215**
Missing	7	3	5	**15**
Total	**1918**	**459**	**386**	

- Age - The 24-31 year group was largest (33.1%) followed by the 18-21 year group (20.1%)

Age

Age Range	Type of Project			
	Single Parent	Sex Equity	CBO	Total
0-17	60	9	21	**90**
18-21	421	85	48	**554**
22-24	297	77	25	**399**
25-34	679	145	90	**914**
35-44	316	93	76	**485**
45-54	84	35	61	**180**
55-64	25	5	25	**55**
65 and older	3	0	14	**17**
Missing	33	10	26	**69**

- Marital Status - Single parents with children comprised 44.5% of non-displaced homemakers; divorced status was high in both groups.

Marital Status of Displaced Homemakers

Marital Status	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Divorced	178	36	82	**296**
Separated	88	14	78	**180**
Widowed	28	4	18	**50**
Married, Spouse Disabled	23	0	3	**26**
Married, Spouse Unemployed	22	1	6	**29**
Loss of Public Assistance	4	1	0	**5**

Marital Status of Non-Displaced Homemakers

Marital Status	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Married, Spouse Present	50	74	17	**141**
Married, Spouse Absent	30	7	2	**39**
Single, with Children	1067	51	112	**1230**
Single, without Children	36	155	21	**212**
Divorced	152	26	4	**182**
Separated	107	23	3	**133**
Widowed	9	2	1	**12**
Young Dependent	0	1	0	**1**
Unemployed or Underemployed	30	20	3	**53**

- Dependents - One (36.0%), two (26.7%), and three (13.2%) dependents were most frequent.

Number of Dependents

Number of Dependents	Type of Project			
	Single Parent	Sex Equity	CBO	Total
0	65	162	79	**306**
1	764	106	124	**994**
2	574	79	86	**739**
3	283	43	39	**365**
4	129	25	21	**175**
5	32	14	5	**51**
6 or more	19	3	5	**27**
Missing	52	27	27	**106**

- Sources of Income - Food Stamps and AFDC were the most frequent sources of income.

Sources of Income

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
AFDC	597	46	104	**747**
Salary	511	170	57	**738**
Spousal Support	62	39	10	**111**
Child Support	415	49	38	**502**
Other Public Asst.	43	4	34	**81**
Social Security	167	30	29	**226**
Food Stamps	1005	95	106	**1206**
Medicaid	563	33	3	**599**
Other	277	96	35	**408**

Prior Employment Status

Years	Full-time Employment	Part-Time Employment	Homemaker
0-1	1145	1366	997
2-5	432	466	538
6-10	189	70	233
More than 10	210	25	194
Missing	787	837	801
Total	**2763**	**2763**	**2763**

- Areas of Previous Employment - Service work, sales, and clerical (in order) were the most frequent work experiences.

Areas of Previous Employment

Service Worker	536
Sales	526
Clerical	503
Skilled trades/craft worker	237
Professional-Technical	229
Managerial administrative	126
Operative	105
Not applicable, have not worked outside the home	415

- Confidence levels were very high with most students being very sure.

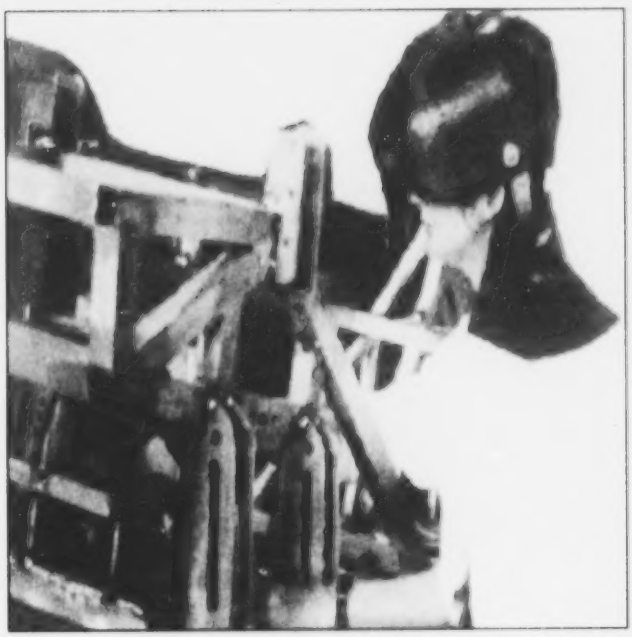
Confidence Levels of Educational Goals

Types of Level	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Very Sure	1635	385	120	**2140**
Somewhat Sure	90	17	47	**154**
Not Sure	41	1	15	**57**
Missing	152	56	204	**412**

- Educational Goals - At entry, nearly all students aimed to complete the entire program.

Educational Goals

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Complete the Program	1681	395	31	**2107**
Try Courses then decide	23	5	0	**28**
Take Select Courses	26	2	31	**59**
Increase Skills/Job Prep	31	1	83	**115**
Missing	157	56	241	**454**



- Sources of Funding - Pell grants and JTPA were the most frequent.

Sources of Educational Funding

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Project	177	30	1	208
Pell Grant	601	164	0	765
JTPA	358	62	3	423
Project Indep.	301	21	3	325
Voc. Rehab.	19	13	0	32
Other	216	89	0	305

- Academic Program - Health (29.4%), Business (Office) 22.6%), and industry (13.7%) were the most frequent choices of program.
  - Of Single Parent students, health and business were often selected.
  - Of Sex Equity students, slightly over half selected Industry.

Program

Program Number	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Agriculture	0	4	0	4
Industry	144	235	0	379
Business (Office)	579	46	0	625
Home Economics	197	3	0	200
Health	662	150	0	812
Marketing	132	0	0	132
Pub/Prof Services	7	8	0	15
Other	11	1	0	12
Missing	186	12	386	584

Kay Richard, Louisiana Technical College - Hammond Campus, Receives 1997 Outstanding Single Parent Student Award

"I knew that an education was the only hope that I had to support my family. I had to rebuild my life and prepare for the future of my family. In order to provide stable financial support, I need a job that would allow me to sit down a large portion of the day—office employment. Because of my circumstances, I needed a job that would provide stability and plans for insurance and retirement. State employment offered these, so that was my goal.

On October 3, 1994, I enrolled at the Louisiana Technical College—Hammond Area Campus, Office Occupations Department, Executive Assistant program, which was the longest and most comprehensive program—the one that would prepare me for any type of office job. I had to learn all I could while I had the chance."

Kay Richard (center), Outstanding Student in Single Parent Projects, receives award from Dr. Florent Hardy, Louisiana Office of Vocational Education, and Jimmye Foster of Louisiana Technical College - Hammond Campus.

OUTCOMES OF PROJECT STUDENTS

By the end of the reporting period, many projects had documented successful and other outcomes for students. Of the 2,763 program participants in 1995-96, outcomes were available for 2,179 students, 78.9% of the students. Major outcomes were as follows:

(Note. In the following, *standard progress is defined as the average in time and quality of performance at the institution. **Standard position is defined as the average in pay and desirability of environment for completers from the institution. Percent in each outcome below are based on the number of students with reported outcomes.)

- **699 students (32.1%) were still enrolled in their vocational programs, making standard or above-standard progress in the program.**
- **604 students (27.7%) completed their vocational programs and were employed at standard or above-standard positions in their fields - the most positive outcome.**
- **302 students (13.9%) did not complete the program and were neither enrolled nor employed.**
- **Others experienced other outcomes, but in much lower proportions. (For other totals, see the table on the following page.**

Selected Characteristics

Of all females,

- **33.7% were still enrolled with adequate progress, 28.% had completed programs and were successfully employed, 11.2% were non-completers who were not enrolled and not employed, and others had other outcomes.**

Of all males,

- **38.9% had completed programs and were successfully employed, 31.2% were still enrolled with adequate progress, 6.2% were non-completers who were not enrolled and not employed, and others had other outcomes.**

Of program enrollees making adequate progress,

- **31.6% were in business (office) programs, 26.0% in the health field, 18.0% in trade and industry, and the others in various other fields;**
- **93.3% were female, and 52.2% were white.**

Of completers,

- **42.3% were in the health field, 19.0% were in trade and industry, 12.4% in home economics, and 6.7% in business (office),**
- **89.8% were female and 55.7% were black.**

Of non-enrolled and non-employed,

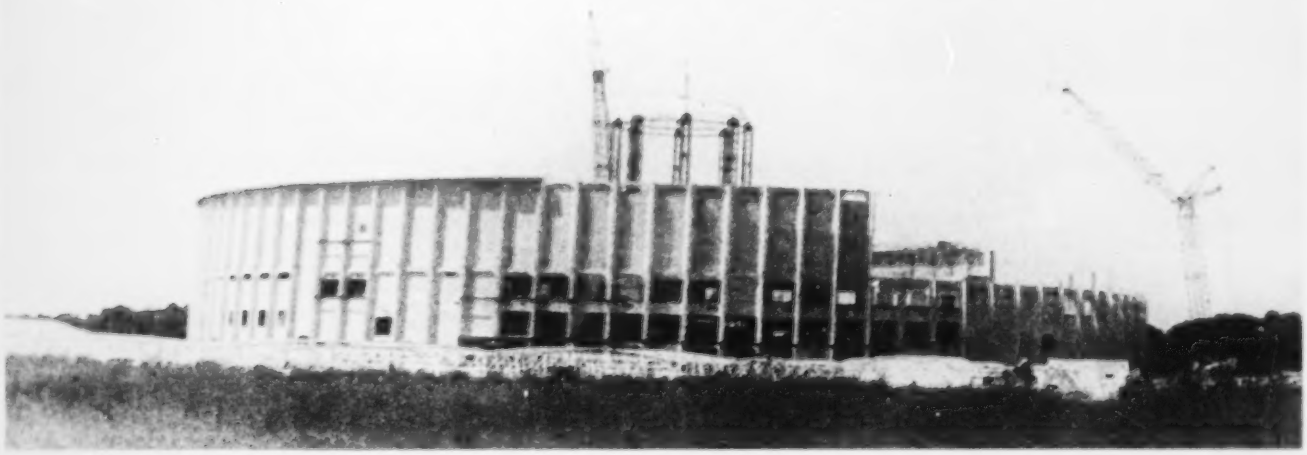
- **35.6% had been in business (office) programs, 34.1% in health, and 17.0% in industry;**
- **96.0% were female, and 68.3% were black.**

Outcomes were different among types of projects.

- Community Based Organizations had 57.0% of its students (with known outcomes) completing programs, compared to 24.8% for Sex Equity projects and 20.9% for Single Parent projects.
- Sex Equity projects had the highest rate (40.5%) of students with continued satisfactory enrollment, compared to 36.5% for Single Parent projects and 7.2% for Community Based Organizations.
- Community Based Organizations had the highest rate (20.6%) of non-completers who were not enrolled and not employed, followed by Single Parent projects (13.5%) and Sex Equity projects (8.0%).

Outcomes

	Type of Project			
	Single Parent	Sex Equity	CBO	Total
Still enrolled, making standard* or above-standard progress in the program.	540	132	27	**699**
Still enrolled, making below-standard progress.	18	0	5	**23**
Completed program, continuing education.	23	2	21	**46**
Did not complete program, continuing education in another area.	45	12	11	**68**
Completed program, employed in a standard** or above-standard position related to training.	310	81	213	**604**
Completed program, employed in below-standard position related to training.	21	1	0	**22**
Completed program, employed in an area not related to training.	30	4	2	**36**
Did not complete program, but employed in a standard or above standard position related to training.	93	23	1	**117**
Did not complete program, but employed in a below-standard position related to training.	83	16	3	**102**
Did not complete program and not employed.	199	26	77	**302**
Completed program, but pursed other than above-named options.	65	3	9	**77**
Did not complete program, pursed other than above-named options.	52	26	5	**83**



SUMMARY AND CONCLUSIONS

In 1995-96, Louisiana continued its progress toward sex equity in vocational education. Although state vocational enrollment declined slightly that year, enrollment rates by gender continued to show progress in many areas. Projects funded through the Carl D. Perkins Applied Vocational and Technology Education Act, Sections 221 and 222 documented many more student participants, at higher rates of program completion and job participation. Overall, the state's awareness of and efforts for gender equity increased through the following achievements:

- Vocational enrollment, although showing a slight reduction in total participation, continued to be a significant part of Louisiana education.
- Males continued to comprise approximately one-sixth of nontraditional enrollments, with the largest number enrolled in business (office) programs. However, male rates dropped slightly in all male-dominated programs.
- Slow, but steady state progress continued in female participation in industry programs, the area of greatest gender disparity. In 1995-96, females were 14.1% of total industry program enrollment, the highest rate in the five years of the study.
- Agencies with projects used diverse strategies in the areas of recruitment, retention, and placement for the increased participation of nontraditional students.
    - For recruitment purposes, agencies most often employed pre-scheduled, advertised informational meetings and special assistance in admission services.
    - For retention purposes, they most often utilized the strategy of faculty involvement to remove sex bias and stereotyping and to foster positive attitudes toward nontraditional students.
    - For increased placement, agencies identified prospective employers and assisted students in preparation of a resume and for job-interviews.
- The state continued to award numerous competitive grants (under Section 221, 222 of the Perkins Act) to educational agencies for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women. Approximately 100 projects were funded through these sources.
- Projects focused more intently on the educational outcomes of their students, as shown by the higher rate of projects indicating goals in these areas. Also, projects showed slight increases in the tracking of students; by the end of the reporting period, employment/enrollment status was known for 78.9% of the students.
- Over 2700 students were served through Section 221, 222 projects, the largest number documented for any year of this four-year period of the act. For each year of the act, students served increased, according to project reports. Additionally, this year had the largest number of projects providing survey responses, identifying and describing activities and services to students, and claiming substantive impact on student vocational education.
- Of project students with known outcomes, 32.1% were still enrolled in their vocational programs, making satisfactory progress, and 27.7% had completed their vocational programs and were employed in standard or above-standard positions.
- Projects for statewide leadership and evaluation implemented numerous activities to promote gender equity: numerous regional and local workshops, a state conference, publication and dissemination of literature for use by various groups, printing of a newsletter, lending of video and other materials, implementation of an awards program for outstanding projects and students, national dissemination of successful strategies and materials, and research on various topics to monitor the state's progress toward gender equity in Louisiana.
- The state's Sex Equity Office administered Section 221 and 222 projects, and additionally, participated in numerous other activities, meetings, conferences, etc. to facilitate the state's progress toward gender equity. The Office collaborated with the National Alliance for Partnerships in Equity and Women Work! Networks to collect and disseminate information.

Projects Making a Difference for Gender Equity

Nancy is a single mother raising two children. After struggling to support her family with low wage jobs she decided to learn a skill that would enable her to give her children a better life. She entered a non-traditional career field that pays well and has encountered the typical prejudices from family and other students. Nancy is persevering in her choice of occupations in spite of these impediments and will do well when she goes to work.

Nancy has been a leader in the classroom by helping new students in the diesel class. She is very encouraging and says that if she can do it, they can too. Also, she discusses her experience as a non-traditional student to other non-traditional students considering enrollment. Her testimony has prompted others to seriously consider a non traditional educational program."

Dwain Pangle, Diesel Mechanics Instructor

Outstanding student, Nancy Romagosa, a completer in Diesel Mechanics, Louisiana Technical College, Young Memorial Campus receives state award with Sandra Taylor, project personnel officer. Her two daughters, Ashley and Jessica, accompany her.

Selected excerpts of achievements from project reports:

Twenty six out of 26 participated graduated in nursing asst; 24 of 26 grads employed; 2 still attending.

LTC Avoyelles Campus

Fifty one students enrolled in non traditional vocational training for the 1995-96 FY as a result of funds expended in the Outreach category.

LTC Natchitoches Campus

Thirty students effectively enrolled and completed a 1 week workshop on improving computer skills. 90% reported having a job advantage.

Grant Parish Schools

Seven out of eight participants have completed their training programs and are gainfully employed. One participant dropped for employment in field related to training program.

LTC River Parishes Campus

Twelve hundred students attended a parish wide Non Traditional" Career Conference conducted to expose students to careers non traditional to their gender and to recruit students to enroll in non traditional vocational programs.

LSU at Alexandria

Twenty eight out of 34 participants successfully completed the last session of the six month evening computer applications course.

LTC Lafayette Regional Campus

Twelve out of fifteen students satisfactorily completed the program, five of fifteen have satisfactory employment and one is enrolled at Southern University in a vocational area.

Caddo Parish Schools

University Vocational Linkage Project provided comprehensive information to displaced homemakers, single parents, and pregnant women. The Linkage Project provided the targeted audience with information of Vocational Education, related support program and career counseling.

Southern University, Baton Rouge